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Features of the Development of Social Intelligence in Preschool Children

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Abstract: The article proposes the author's approach to understanding and developing social intelligence in children. It is expressed in the definition of objectives, content and forms of educational activities that influence the development of social intelligence. Special attention is paid to the development of children's ways of perceiving and understanding social situations of interaction in which they are involved.

Keywords: social situation, social intelligence, emotions and actions, classes, trainings, methods of synthesis and analysis, subjective weighting.

The concept of "social intelligence" was first used in 1920 by the psychologist and educator, author of the books "Educational Psychology", "Human Nature in Social Relations" Edward L and Thorndike. He defined social intelligence as foresight in interpersonal relationships and equated it with the ability to act wisely in human relationships. Thorndike identified three types of intelligence: abstract intelligence - the ability to understand abstract and mathematical symbols and their actions; concrete intelligence - the ability to understand things and objects of the material world; social intelligence - the ability to understand people and interact with them. [1, p. fourteen]

Gordon Willard All port describes social intelligence as a special ability to correctly assess people, predict their behavior and ensure adequate adjustment in interpersonal relationships. It defines a set of qualities that provide a better understanding of other people, in the structure of these qualities, social intelligence is included as a separate ability. Social intelligence, according to G. Allport, is a special "social gift" that ensures smoothness in communicating with people. However, the author noted that social intelligence has more to do with behavior than with the operation of concepts: its product is social adaptation, and not the operation of concepts.

Many well-known scientists have identified social intelligence in the structure of general intelligence. Among them, the models of intelligence proposed by Joy Paul Guilford and Hans Jürgen Eysenck are most prominently represented.

Eysenck noted that much of the difficulty in defining intelligence comes from the fact that today there are three comparatively distinct and relatively independent conceptions of intelligence. Biological intelligence, in his opinion, is the innate ability to establish the processing of information regarding the structure and function of the cerebral cortex. This is the basic, most fundamental aspect of intelligence. It serves as the genetic, physiological, neurological, biochemical and hormonal basis of cognitive behavior, that is, mainly associated with the structures and functions of the cerebral cortex. Without them, no meaningful behavior is possible. Psychometric intelligence is a kind of link between biological and social intelligence. Social intelligence is the intelligence of an individual, which is formed in the process of socialization, under certain conditions of influence of the

social environment.

J. Gilford, the inventor of the first reliable test for measuring social intelligence, considers it as a system of intellectual abilities, regardless of the general factor of intelligence and associated primarily with the cognition of information, including the non-verbal component.

In domestic science, "social intelligence" is primarily considered from the point of view of communicative competence (N.A. Aminov, M.V. Molokanov, Yu.N. Emelyanov, A. Kedrov, A. Yuzhaninova). .[2, p. 21]

The first attempts to define social intelligence in domestic science were proposed by Yu.N. Emelyanov, who made a close connection with the concept of "social sensitivity". He believed that reasoning and conclusions based on intuition lead to the formation of an individual "heuristic" in a person, which a person uses in conditions of interpersonal interaction.

The structure of social intelligence is determined by the presence of sensitivity, the ability to develop empathy based on social intelligence. Social intelligence is considered here in terms of the fundamental characteristics that contribute to its formation.

Sometimes researchers equate social intelligence with practical thinking. Social intelligence is defined as a "practical mind" (L.I. Umansky, M.A. Kholodnaya, etc.).

In the works of N.A. Aminova and M.V. Molokanova, social intelligence is considered as a necessary condition for choosing a profile of activity in the future for psychologists. In the study, scientists found a connection between social intelligence and a predisposition to research activities.

ON THE. Kudryavtseva tried in her research to correlate general and social intelligence. Social intelligence is understood by the author as the ability to rational mental operations, to the processes of interpersonal interaction. ON THE. Kudryavtseva concluded that social intelligence does not depend on general intelligence. An important component in the structure of social intelligence is self-esteem of people.

The problem of social intelligence is also reflected in the works of E.S. Mikhailova, in accordance with the research of communicative and reflective skills of individuals, and their achievements in professional life. The author believes that social intelligence gives an idea of the behavior and actions of people. E.S. Mikhailova is the author of the adaptation to Russian conditions of the test of J. Gilford and M. Sullivan for the study of social intelligence.

In the development of domestic science, the study of the social intelligence of children is based on the well-known laws of the child's mental development.

Social intelligence in childhood should be considered as an opportunity for the formation of the child's ability to understand human relationships, in situations of interpersonal communication. Children's understanding of the reasons for the actions of others depends on the importance of the child's relationship to them.

At the age of 3-4, the first forms of social intelligence are acquired. Three-year-olds acquire the ability to project real events. At four years old, children understand that they can be deceived, and they can also be deceived, they begin to understand the behavior of others. At the age of 6 and older, social intelligence becomes more developed, the child learns to influence partners. Children learn to understand the reasons for the actions of others closer to 5-7 years. Older preschoolers master the social function of language quite well. Children quickly pick up the nuances of speech and adapt to the role.

During this period, perception becomes significantly analytical. The formation of social

intelligence occurs in everyday life. Undeveloped social intelligence in childhood leads to aggression in children, isolation, and, as a result, misunderstanding of peers. When solving interpersonal problems, the child draws one or more paths in memory and places them in the "workplace" for development and implementation. Deleting an exit strategy is automatic or intentional. New strategies are created by improving existing ones . The choice of strategy is automatic or intentional. If non-standard environmental factors appear, the choice of strategy becomes conscious. Each strategy is invariably correlated with its feasibility and potential effectiveness.

The first strategy that meets this criterion is implemented. If the problem is not solved successfully, the process ends and the information is entered into long-term memory. If the chosen strategy brings partial success, the child perceives the result as if he were completely successful. The child may abandon the chosen goal, may choose another goal, and the process starts again and again, or the child may make a decision and repeat actions that may change the course of actions to achieve the same goal. Factors influencing the choice of strategy and the pursuit of an unattainable goal are the child's perception of his own competence, the casual attributions that appear after failure, and the affect associated with the goal or experience of failure. Some children are convinced that they lack social skills; other children do not believe that they can successfully communicate with people. This can be seen in the choice of the simplest social roles. The strategies that these children choose are the most correct of the strategies than those chosen by children with higher self-esteem. Children who attribute their failures to personality traits are more likely to give up than those who attribute their failures to external instability. The social order, the social context, or the experience of social failure is accompanied by negative effects. Social affect can be directed at others (eg, anger) or at oneself (eg, sadness). A large contribution to socially competent behavior is also made by self-esteem, internal relationships and emotions.

K.A. Dodge proposed a social-cognitive concept, which includes the following steps: deciphering social information (this can be consciously or automatically); interpretation of decoded signals (the child uses the memory archive to decode information in order to understand the meaning); the child must accept and develop possible responses to such information; evaluation of each of the available work options, as well as the search for the optimal solution. After the child begins to act according to the chosen methods.

Thus, we can conclude that the characteristics of social intelligence in preschool children are manifested in solving interpersonal problems, the possibility of choosing a strategy of social behavior, and the ability to apply them in solving social problems. The main role is played by self-esteem, emotions and internal attitudes of the child.

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